

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 21 Elementary schools (includes K-8)
5 Middle/Junior high schools
5 High schools
0 K-12 schools
31 Total schools in district
2. District per-pupil expenditure: 15281

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	13	18	31
K	53	45	98
1	37	56	93
2	51	47	98
3	62	55	117
4	53	52	105
5	45	42	87
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			629

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
65 % Asian
3 % Black or African American
9 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
20 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 7%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	23
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	42
(4)	Total number of students in the school as of October 1, 2011	627
(5)	Total transferred students in row (3) divided by total students in row (4).	0.07
(6)	Amount in row (5) multiplied by 100.	7

8. Percent of English Language Learners in the school: 6%
Total number of ELL students in the school: 37
Number of non-English languages represented: 8
Specify non-English languages:

Korean, Cantonese, Mandarin, Spanish, Hindi, Urdu, Gujarati, Punjabi

9. Percent of students eligible for free/reduced-priced meals: 38%

Total number of students who qualify: 145

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 70

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>13</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>41</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>5</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>5</u>
Total number	<u>56</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	96%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

P.S. 221, The North Hills School, is a New York City public elementary school located in the northeastern corner of Queens in Little Neck. Our student population represents a wonderful mix of ethnicities, religions and cultures. The diverse, hard working families of our community share our belief in the power of education. We are dedicated to preparing our students for the challenges, responsibilities, and rewards of productive citizenship. Our students are immersed in an educational program that encompasses the attainment of knowledge, the mastery of skills necessary for solving real-life problems, channels for creative expression, and the development of respect and personal responsibility.

We are ranked in the 94th percentile of all New York City public schools and received an “A” on our 2011-12 NYC Progress Report. P.S. 221 is one of the top 25 NYC public elementary schools. On our 2012 state assessments in English and Math, the percentage of our students at proficiency or above was 90.1% and 97.9%, respectively. In 2007, on our most recent Quality Review, and in a Peer Review in 2011, we received the highest rating of Well Developed. In the Learning Environment Survey for our school, 94% of our parents indicated that there are high academic expectations for their children.

We take great pride in our school-wide Thinking Maps initiative which is in its second year of implementation. The eight visual models have been taught to all students in kindergarten through grade 5 as tools to increase understanding, critical thinking skills and the organization and expression of ideas and knowledge. These visual models are utilized in every classroom in our school including the art, music, computer, and science rooms and the gym. Our students also have the opportunity to work on Thinking Maps in our common areas, such as the main hallway, gymnasium, and lunchroom, to share their ideas and knowledge on topics such as what our motto “We are many, we are one” means to them. The positive results of this initiative are evidenced in the assessed growth of our students’ comprehension and writing levels.

Our vision is to enrich the curriculum for all learners. Our Renaissance program gives the students an opportunity to pursue an interest in a non-traditional area of study under the tutelage of a staff member who shares that interest. Our students have studied and participated in a multitude of learning experiences and activities, including astronomy, chess, the strategic design of board games, recycling, yoga and theater. This program expands the horizons of our students' educational experience.

The multiculturalism of our community contributes to what makes P.S. 221 unique. One of the North Hills School's time honored traditions is sharing our diversity, as seen in our yearly multi-cultural festival and international food fair. At both events, students, staff and parents learn about the customs and traditions of our many countries of origin including China, Korea, Pakistan, India, Cuba, Israel, Greece, Italy, Peru, and the Dominican Republic. Our gymnasium is transformed into a hall of nations as music, games, food, photographs, videos, clothing and artifacts are shared. On these special days many of our students dress in traditional clothing from their cultures. The strong home-school connection we maintain is reinforced through these school traditions that promote understanding and appreciation of our cultural similarities and differences.

Character development is an important facet of the education our students receive. The Peace Builders program promotes the development of social skills and sets behavioral expectations. In every classroom there is a poster displaying the following six essential peace building behaviors: praise people, give up put downs, seek wise people, notice hurts, right wrongs and help others. Every morning the student body recites the peace pledge together led by a student volunteer and the principal reads praise slips that recognize individual students. This program contributes to a peaceful, productive atmosphere at P.S. 221 that is conducive to learning and teamwork.

Our Student Organization unites our school body through the planning and implementation of spirit days, fundraising drives and community service projects. The students raise money to aid relief efforts, donate to local food pantries, collect crayons for hospitalized children and contribute to the Ronald McDonald House and ASPCA through the Penny Harvest collection. Through our Student Organization's activities, our students learn they can help those in need and be a source of change in the world.

At P.S. 221, The North Hills School, our strong academic program that supports high achievement, coupled with our emphasis on teaching respect and responsibility sets us apart. From classroom teachers, to the office staff, to the lunchroom and custodial department, there is a commitment to seeing that the best interest of our students is served. We believe that every child is a unique gift and capable of success.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

P.S. 221 has the following distinctive ratings: according to the New York State School report card we are a school in *Good Standing*; according to New York City's Progress Report we are an *A* school; and, according to our most recent quality review we are *Well Developed*. Our success is due to the collaborative efforts of our administration and staff to provide excellent teaching, the hard work and determination of our students to achieve, and the strong support of our parents who share our vision.

The New York State Performance levels for the English Language Arts (ELA) and Math Assessments are as follows:

Level 1: Below Standard, Student performance does not demonstrate an understanding of the knowledge and skills expected at the grade level.

Level 2: Meets Basic Standard, Student performance demonstrates a partial understanding of the knowledge and skills expected at the grade level.

Level 3: Meets Proficiency Standard, Student performance demonstrates an understanding of the knowledge and skills expected at the grade level.

Level 4: Exceeds Proficiency Standard, Student performance demonstrates a thorough understanding of the knowledge and skills expected at the grade level.

We have high expectations for every student at P.S. 221. On the 2012 New York State ELA and Math Assessments, 100% of our students met at least basic Standards. In ELA, the percentage of students who scored at level 3 and Level 4 was 90% for grade 3, 92% for Grade 4, and 91% for grade 5. In Math, the percentage of students who scored at Level 3 and Level 4 was 93% in Grade 3, 100% in grade 4, and 100% in Grade 5. Our data from 2007-2008 through 2011-2012, reveals that the performance of our students was well above the New York State average for students who scored at Level 3 and Level 4 on both the English Language Arts and Math assessments. In the tests the past five years, our averages for students attaining Level 3 and Level 4 in ELA was 88% in Grade 3, 92% in Grade 4, and 93% in Grade 5. Our averages for students attaining Level 3 and Level 4 in Math for those same 5 years was 96% in Grade 3, 99% in Grade 4, and 98% in Grade 5.

"For the 2009-2010 school year results, the New York State Education Department raised the English Language Arts and math cut scores for the Basic and Proficient performance levels. Raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination. In the July 28, 2010 news release, Senior Deputy Commissioner for P-12 Education John King stated, 'These newly defined cut scores do not mean that students who were previously scoring at the Proficient standard and are now labeled Basic have learned less. Rather, the lower numbers of students meeting the Proficient standard reflects that we are setting the bar higher and we expect students, teachers, and parents to reach even higher to achieve these new targets.' Additional information can be found in the news release materials at:

http://www.oms.nysed.gov/press/Grade3-8_Results07282010.html

There was an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of the following subgroups on the 2011 assessments on the following: in grade 3 ELA for Hispanic or Latino Students and English Language Learner Students, and in math for Hispanic or Latino Students and Special Education students; in grade 4 ELA for Special Education Students; and, in grade 5 ELA for Hispanic or Latino Students, English Language Learner Students and Special Education Students. To close this achievement gap, we have identified these students in our current grades 4 and 5 and provide additional academic support to address specific areas of need. Using our school's RtI plan, students receive Tier I, II or III interventions to assist them in achieving grade-level benchmarks. Our Special Education Teacher Support Services (SETSS) teacher provides targeted instruction to our students with IEPs to reinforce or reteach classroom lessons and work on specified learning goals. SETSS are given in both a pull-out and push-in model. The RtI provider also works with identified students in small groups both within and outside the classroom. Our ESL teachers utilize specific ESL strategies and specialized materials based on proficiency levels and needs. For all of our students, the goal is to meet proficiency standards through quality instruction and support in areas that need improvement.

2. Using Assessment Results:

Data is meant to drive instruction. At P.S. 221 we strongly believe that data channels instructional practices, guides curriculum mapping and brings life to our curriculum and our curriculum to life. New York City Progress Reports are derived from student progress, student performance, and school environment. P.S. 221 prides itself on its Citywide Progress Report. Our school earned a top rating of A in all categories. In 2012 we were ranked among the top 25 elementary schools in New York City, and we were ranked among the top 20 schools in the county of Queens for our English Language Arts (ELA) and mathematics scores. In New York State we progressed from number 39 in 2011 to number 21 in 2012. We attribute our success to our effective use of student data to drive instruction and promote student achievement.

P.S. 221's Professional Learning Community uses assessment data to analyze and improve student and school performance. Information gleaned is used to determine small groups, scaffolding of instruction, and school wide reflection on student learning outcomes. Grade level teacher teams meet twice weekly, and once monthly with administration, to analyze student work and plan accordingly. Articulation between classroom teachers and service providers occurs on a daily basis to ensure that instructional needs are met. Our ELA and mathematics lead instructional teachers, one per early childhood grades and one per upper elementary grades, meet monthly with network instructional specialists to align our curriculum with the Common Core Learning Standards. Our vertical planning team, consisting of one teacher per grade level and led by administration, also meets monthly to ensure progression from year to year.

Assessment data is used systematically to improve instruction and student learning. Our Pre-kindergarten classes use the Work Sampling System (WSS) assessment to strategically observe and document students' skills, knowledge, behaviors, and approaches to learning. New York City's Early Childhood Language Assessment System (ECLAS) assessment is used twice yearly, in grades K-2, to individually measure each student's progress in Literacy, including reading comprehension, phonemic awareness, vocabulary, sight words, auditory and visual comprehension, and writing skills. This assessment addresses each individual student's proficiency in these academic areas so that instruction can be differentiated based upon the needs of each student.

New York City's ACUITY benchmark assessments are given during the fall and spring terms in grades 3 to 5 in English Language Arts and Mathematics. The purpose for these bi-annual benchmark assessments is to assess and evaluate students' understanding of content area knowledge and academic growth. Analysis of these results allow teachers at P.S. 221 to provide individualized and differentiated

instruction. Effective use of line item analysis is a driving force behind instruction and pushing students forward.

Assessment data is shared regularly with students, parents, and the community. Teachers confer individually with students to discuss and address assessment results on a regular basis. Parent-teacher communication is also ongoing throughout the year. Our ACUITY assessment results are posted on the ARIS Parent Link for parents to view their child's assessment results, as well as attendance statistics, and other information. Our School Assessment Team, along with our teaching faculty and service providers, review and evaluate special education and general education students' Individual Education Plans (IEP) continuously. Communication and articulation between and among grades, teachers, and service providers is ongoing. During New York City's fall and spring Parent Teacher Conferences our parent attendance is nearly 100 percent. Our faculty meets formally with parents to discuss student growth and progress. In addition, there is ongoing parental contact throughout the year. The open lines of communication at P.S. 221 allows for parents and teachers to discuss individual student needs. P.S. 221 is proud of its academic reputation that attracts many young families to our neighborhood.

3. Sharing Lessons Learned:

P.S. 221 is very proud of its accomplishments and prides itself on showcasing our students and staff. We continually share successful strategies with nearby districts and neighboring schools. We recently hosted a training session for teachers and administrators from within our Network to showcase and share our school wide Thinking Maps initiative. Our teachers opened their classrooms to trainers and took them on a visual Thinking Maps journey. On the kindergarten level our teachers shared their use of Tree Maps for word work lessons and their students' "All About Me" Circle Maps. Our second grade shared with the trainers their use of various Thinking Maps for everyday classroom routines such as Tree Maps for schedules and Flow Maps for upcoming events. This journey continued through the grades with our visitors snapping photos with their smartphones and taking many notes as they witnessed well formulated, organized, and structured writing pieces. We attribute our improved organizational skills and writing to the use of Thinking Maps. Furthermore, the Thinking Maps team at P.S. 221 has been asked to videotape its next meeting so that our ideas and use of Thinking Maps throughout the school may be further shared within our network.

Showcasing and sharing the great work that goes on at P.S. 221 also takes place during the ELA and Mathematics Instructional Lead Teacher meetings held at our school. During these sessions, time is allotted for our colleagues throughout the network to tour our building and visually experience our school's best practices, which are evident throughout our hallways and in our classrooms.

Families are invited to attend various morning and evening workshops in literacy, mathematics, assessments, school wide initiatives, and ways to keep children healthy and safe. Our school also opens its doors to the community on Family Literacy Night when our staff volunteers their time to read aloud noteworthy books to groups of children and parents.

As a school community, the P.S. 221 family believes that lessons learned are not limited to academic encounters, but should also extend into social-emotional experience as well. In the recent past we have had to deal with the loss of three students due to illness and accidents. Our school and community came together to honor the memory of these students not only with the planting of a tree and an adjoining plaque, but also with the dedication of a "Children's Garden" in our school's atrium.

P.S. 221 continues to pride itself on the work being done in our building and our community.

4. Engaging Families and Communities:

At P.S. 221, The North Hills School, we believe it takes a village to educate a child. Our staff is committed to establishing strong relationships with families and members of our community.

Our school offers families many opportunities to learn about our school climate and curriculum. Kindergarten orientation for the upcoming school year, held in May, and Curriculum Orientation/Back to School Night in September is an invitation for families to explore our building, meet with teachers, and acquire information on behavioral and academic expectations. Throughout the year, parents are invited to workshops designed to inform them of current trends in instruction and assessment. Our staff has offered workshops on such topics as our school-wide Thinking Maps initiative, General Response Protocol, and New York State Standardized ELA and Math Assessments. In addition, families receive a monthly newsletter, which describes the curriculum that will be covered within each grade level and specialty subject area. Parents can also celebrate the budding talents and skills of our students by attending writing celebrations, our annual dance festival, recorder concert, choral concert, evening of Ballroom Dancing and talent show.

Likewise, the families of our students are invited to donate their time and talents to our school. We have a very active PTA, led by dedicated officers who work diligently to arrange frequent, well-attended meetings. PTA members organize annual school functions, including the Multi-Cultural Celebration, International Food Fair, school carnival, Family Fun Nights and dances, and staff dinners on Parent-Teacher conference dates, in addition to academic programs such as Sky Dome, Earth Dome and Hands-on-Science.

Further, P.S. 221 encourages our students to become actively involved in the community and learn from its most influential members. This fall our school community donated food, clothing, and household products to victims of Hurricane Sandy. Our fourth graders presented a choral performance to local nursing home residents during the holiday season. Students, families and staff members collected cans of food for local charities in our "Souperbowl" Celebration this February. In addition, our school invites inspiring community representatives to speak to our students. Last Spring, our City Councilman spoke at an assembly to describe his work to our children. Author Johanna Hurwitz attended our May 2012 Family Literacy Night and met with our school community, discussed her craft, and signed books.

Finally, our students have a strong voice in our community. Our Student Organization participates in fundraising activities each year and plans school spirit days, including Pajama Day, Crazy Look Day, and Hawaiian Day. Students and staff members are invited to participate, and do so with great enthusiasm.

Through all that our school does to make students, families and local community members feel welcome, we hope to teach children the value of outreach and networking. The well-rounded education offered here at P.S. 221, The North Hills School, is facilitated through the ideas, voices, and unique experiences held by teachers, students, families and community representatives.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum

The rigorous curriculum at P.S. 221 is aligned with the Common Core Learning Standards (CCLS) and the Citywide Instructional Expectations. Our students are challenged, engaged, and supported in reaching their learning goals through instruction that is differentiated based on readiness levels, interest and learning profiles.

Reading/ELA

Balanced literacy is the cornerstone of our reading program. Staff members have had extensive professional training in the Teachers College Reading and Writing Workshop models. The staff has revised our units of study in reading and writing to align with the Common Core Learning Standards focus in reading, writing, speaking/listening and language. Our students are immersed in high quality literature in varied genres and non-fiction informational texts. This year our focus has included writing based on text evidence and work with complex texts from Appendix B of the CCLS.

Math

The Pre-K through fifth grade math program focuses on developing mathematical knowledge, skills and understanding through units of study aligned with the Common Core Learning Standards. Multiple teaching approaches including modeling, hands on work with manipulatives, and small group instruction. Our focus has been on modeling with mathematics and constructing and critiquing the reasoning of others.

Science

The science program consists of hands-on experiences emphasizing discovery, higher order thinking skills, and development of the scientific method. Our students receive standards-based instruction from our science specialist who teaches in our science room and their classroom teachers. Students engage in experiments on such topics as magnetism, force and motion, and forms of matter. Trips to the Bronx Zoo enrich our students' learning about animals and habitats. Through the use of informational texts, technology, trips, and experiments, our students come to understand our physical world. In addition, our science classroom is home to Remy, our school's pet rat.

Social Studies

Our Social Studies program is composed of units of study revolving around key understandings of our communities, state and country, and countries around the world. Texts, trade books in our leveled libraries, primary sources, internet resources and field trips are used to engage our students in their exploration. During the field trip to the Queens County Farm, our students participate in hands on activities originating from Native American and Colonial times.

Visual and Performing Arts

PS 221 has a long history of promoting the arts in education. The music program supports chorus, recorder and ukulele instruction. The art program enables students to study art history as well as applied arts and create their own masterpieces using varied mediums. Our fifth grade students learn ballroom

dancing in the Dancing Classrooms program and take part in a citywide competition. We received a grant from the Shubert Organization for a theater residency. A teaching artists instructed Grades 2 and 4 in a creative dramatics program emphasizing performance skills, dramatic structure and theatrical elements. We also participate in a program through the Metropolitan Museum of Art which includes docent visits to our school followed by school visits to the MET.

Physical Education/Health

Our physical education teacher focuses on health and fitness through a program that incorporates training, challenging activities, and the acquisition of skills. We participate in the NYC Fitnessgram which assesses our 4th and 5th graders fitness levels. Our students learn about the proper nutrition and healthy habits required to feel and do your best. At P.S. 221 we provide adaptive physical education services to students who require additional support with their gross motor skills with a focus on loco-motor and object control.

Technology

PS 221 has a technology program led by our computer teacher which utilizes a computer lab and a variety of computer configurations in the classrooms. Instruction centers on teaching keyboarding, technology applications, and research skills. As of this year, every classroom is equipped with a SmartBoard that is used for interactive learning in a variety of curricula areas. Our staff received iPads this fall and have incorporated their use in daily instruction.

2. Reading/English:

The school's main focus in the area of reading is based on the components of balanced literacy from grades K-5. The components of balanced literacy that is implemented daily consists of Reading Workshop, independent reading, shared reading, differentiated guided reading groups, phonics, grammar and read alouds.

In Reading Workshop, skills are directly taught to students through mini lessons and interactive read alouds. The teacher models the lesson and then allows the students to try the skill independently. For several years, the school's literacy curriculum has adopted and integrated reading units from Teacher's College Reading and Writing Project (TCRWP) to use during reading workshop. Shared reading is when the students read from a shared text and share their thinking. During shared reading, the students are introduced to different skills and strategies. Guided reading is a small group where the students receive support they need in order to strengthen their comprehension and fluency. Phonics and grammar mini-lessons are implemented throughout the literacy block.

The school has selected the balanced literacy approach because it contains all the components necessary for the students to become successful independent readers. The overarching school wide goal in the area of reading is to provide students with differentiated instruction that will support their reading skill development to achieve independence. The teachers experience the effectiveness of this literacy plan when providing their students a balance of individual, small and whole class instruction.

In all grades, students become independent readers by using the many strategies taught to them. The students are exposed to nonfiction texts in order for them to tackle complex sentences, increase vocabulary and strengthen their comprehension. Additional support and resources are provided to the teachers during the monthly coaching sessions with the network literacy specialist. Data is collected and analyzed through formal assessments. In the lower grades, such assessments include Early Childhood Literacy Assessment (ECLAS) and Rigby running records. In the upper grades, such assessments include Rigby running records, TCRWP reading level assessments and the Acuity Benchmark Assessment.

In our efforts to improve the reading skills of students performing below and above grade level, the teachers in all grades have incorporated and applied Thinking Maps as a visual learning tool for their students to use throughout daily literacy activities. In addition, the teachers consistently monitor students' progress through observations, conferencing with individual students, informally/formally assessing students and analyzing the data, and creating differentiated flexible groups that provide attention to a particular strategy.

3. Mathematics:

The students at P.S. 221 spend each day enriched in a math curriculum that enables them to be strong mathematical thinkers and problem solvers. Our curriculum is aligned with the Common Core Learning Standards, encompassing number sense, arithmetic, geometry, algebra, problem solving, measurement and statistics. Students learn how to perform numerical functions, engage in mathematical discourse, identify and appropriately incorporate content vocabulary, and apply their knowledge to real-world problems and situations.

A multitude of resources are utilized in order to reach our academic goals. Each classroom makes use of core materials such as textbooks and workbooks, activities from internet sources, hands-on math manipulatives like base-ten blocks, counters, and linking cubes, and up-to-date applications in technology through the use of iPads and Smartboards. Furthermore, in order to best service the needs of all learners, benchmark assessments are used at multiple points throughout the year to track student progress and assess each child's strengths and weaknesses. Assessments vary in their scope and format to ensure that all facets of mathematical knowledge are appropriately explored. Students are given classroom assessments, two mathematical tasks reinforcing problem solving across various content areas, and are informally assessed through interaction with peers and teachers. This begins very early on through the use of the Early Childhood Assessment in Mathematics ("ECAM"). This is a one-on-one, topic-by-topic screening system designed to pinpoint precise conceptual deficiencies in a child's mathematical aptitude, allowing teachers to customize remediation in order to fit each student's specific needs.

Assessments like ECAM and those that follow provide teachers with data to support a variety of instructional methods. Specifically, small group work is a large component of our curriculum, enabling students to share strategies with one another and to understand mathematical processes in diverse ways. We encourage students to articulate various methods of approaching the same problem. Teachers network with peers as well. Our staff communicates with one another at grade conferences and vertical grade meetings to track each grade's progress and share strategies as well as concerns. This extends beyond the classroom, as two staff representatives attend network meetings. There, our school math leaders are given up-to-date information on assessments and instructional tools, and are offered the opportunity to exchange ideas with other teachers.

Through a variety of tools and resources, well-established goals, a school-wide responsiveness to the Common Core Learning Standards, and peer work, our children are actively engaged in working towards becoming active mathematical thinkers.

4. Additional Curriculum Area:

Our physical education program has positively impacted our students acquisition of physical and social skills and good sportsmanship. Through a variety of activities, the physical education teacher focuses on health and fitness. In kindergarten - grade 2, the program focuses on cooperation, self-discipline and mastering basic loco-motor skills such as walking, skipping, jumping and hopping. They also learn object manipulation body control and the ability to track an oncoming stimulus. Every spring our pre-k – grade 2 students participate in a dance festival that incorporates both movement and music.

Our students in grades 3-5, learn circuit training, a popular method used by athletes. Students rotate through four circuits that focus on different training techniques and have the opportunity to act as a trainer at one of the circuits. Sport specific skills such as dribbling, passing and player spacing are introduced as the year progresses.

In support of the nationwide initiative *Let's Move*, led by the First Lady Michelle Obama, we are increasing physical activity for all of our students. Our classroom teachers participated in a Move-To-Improve Program that trained them on incorporating fitness breaks into their classrooms. This year we are taking part in the Mighty Milers Program through the New York Road Runners Club. Each class has a goal of logging a marathon distance of 26.2 miles by running, jogging and walking during the course of the school year. We had a special assembly presented by Olympic track gold-medal winner, Derrick Adkins, on the "Olympic Mentality." Mr. Adkins shared his philosophy on focus, surrounding yourself with positive influences, the importance of maintaining good health, recognizing opportunities and embracing new experiences, with our entire student body.

As recipients of a structural improvement grant through the New York City Department of Health and Mental Hygiene, our asphalt playground was converted into colorful-coded activity areas. This enhancement of our outdoor space increases the activity options our students have in physical education class and at recess. Our overall goal is to introduce our students to activities and skills that are enjoyable and physically challenging and instill in them a desire to be fit and make healthy choices. Our mission statement states that we are dedicated to educating the whole child which includes developing and supporting a strong, healthy mind and body.

5. Instructional Methods:

At P.S. 221 The North Hills School, teachers strive to meet the needs of the various learners in their classrooms. They recognize the diverse learning styles and know that all learners can be reached through utilizing a variety of instructional methods. One way teachers can aim to meet the differing needs of their students is to differentiate their instruction.

Teachers at P.S. 221 differentiate by assessing their students in various ways. Teachers give pre-tests in subjects such as math. The pre-test gives the teacher insight into what her class has mastered and what they need to learn. Based on the pre-test, the teacher groups her students accordingly. Students who have mastered a topic may work on a project or more challenging activity for the day. Chapter or unit tests are also varied. In addition to giving traditional chapter or unit tests in a subject, other assessments are also used in the classrooms of P.S. 221.

Students demonstrate their knowledge through varied means. For example, during a unit of study on Africa, one of the lessons taught was the use of time lines. Third grade teachers gave their students a time line project as an assessment and they created time lines of their own life. This project allowed students to show off their creativity along with conveying their knowledge. Teachers also modify assessments to meet their student's needs. For example, when assessing word work, all students in the classroom do not receive the same words to learn and study. All classroom libraries are fully stocked with books on various reading levels and differing genres. Teachers confer with students one-on-one to assess comprehension, phonics skills and recall.

In a differentiated classroom, students receive whole class, small group, and individual instruction. During whole class instruction students gain a feeling of community and common understanding. Following a whole class mini-lesson, students may move into small groups, work individually, or receive direct student-teacher instruction. Teachers use their SmartBoard to connect with their visual and kinesthetic learners. These interactive activities make learning come alive. Teachers create small groups based on their students' needs and by analyzing assessment data. P.S. 221 teachers also encourage their students to work in partnerships in reading, writing and math. These partnerships and groups are formed both homogeneously and heterogeneously.

6. Professional Development:

An educator's task is to help students learn and achieve high standards in order to become college and career ready. Teachers need to be supported with meaningful professional development to help them grow as educators and improve the quality of their classroom instruction.

P.S. 221's Professional Learning Community receives professional development opportunities that align with Citywide Instructional Expectations and the Common Core Learning Standards. Many of these staff development sessions are provided by our Children's First Network, 2.05. Our staff members attend in-house faculty turn-key sessions or participate in outside-vendor meetings. Here, our teachers are able to acquire the resources necessary to enhance their instructional methods. Ample and relevant information is obtained under the advisement of content area specialists and through engaging networking sessions with other professionals.

To supplement this, content specialists visit our building to bring additional support to our staff. Throughout the year, our network's literacy instructional specialist meets regularly with our teacher teams to guide the implementation of the Common Core Learning Standards. The training provided consists of exploring content area materials together, the modeling of lessons, and hands on assistance. Our network's instructional mathematics specialist hosts professional development sessions pertaining to the Common Core Learning Standards, state assessments, and New York City tasks. Our K-2 and 3-5 instructional lead teachers in both literacy and mathematics attend meetings lead by the network specialists, then provide turn-key training to their colleagues. Questions, issues and best practices are shared and discussed among colleagues from schools in our district to promote student achievement.

In addition to formal professional development, our staff keeps up-to-date on technological advancements. Each classroom is equipped with a SmartBoard, and ongoing training for this valuable teaching tool is offered by our computer teacher and a technology based company. iPads have recently been introduced as another teaching tool for our faculty, and teachers are using educational apps to supplement our curriculum.

Finally, our school is eager to develop through in-house networking. P.S. 221's staff includes special education and ESL teachers, and speech and language, occupational and physical therapists who are top in their field. They continually provide advisement to classroom teachers regarding best practices that utilize a variety of useful tools and strategies within their specialty.

The faculty at P.S. 221 is a family of lifelong learners. Administration and teaching staff seek out meaningful and appropriate conferences and training. We welcome and embrace new and improved techniques that will prepare our students to be college and career ready.

7. School Leadership:

Effective school leadership requires an unwavering commitment to student success. The principal evaluates programs and makes decisions by determining what is in the best interest of students and promotes achievement for all.

The role of the principal is foremost to be an instructional leader. Through her vision, guidance and leadership, the staff works together in pursuit of providing an excellent education for our students in a safe, nurturing environment. All members of the staff share responsibility for success, and their work, contributions and feedback is valued by the principal. She maintains an open door policy that encourages discussion, collaborative decision making and open communication with staff, students and parents.

At P.S. 221, the principal believes in aligning available resources to build a strong instructional team. She encourages the staff to partake of outside professional development opportunities and invites experts in

various fields to present to the staff in-house. The staff is empowered to take risks, evaluate strategies, and revise classroom practices. Grade level and vertical teaching teams have the opportunity to design curriculum, share best practices and make instructional decisions. In meetings with the principal, the teams discuss data, student work, teaching strategies and next steps in promoting student progress.

The principal has created a cohesive learning community that is focused on the students' academic needs with the goal of creating a rigorous curriculum that is differentiated to support all types of learners. Teachers are given actionable feedback on their teaching through short, frequent observations with the aim of improving and refining practices based on research, best practices and increasing rigor in accordance with the higher expectations of the Common Core Learning Standards. The principal believes that developing the instructional expertise of the staff leads to increased student engagement, the promotion of higher order thinking skills, and improved student learning outcomes.

The principal greets students and parents at the school doors at arrival in the morning and dismissal in the afternoon. She can be found visiting classrooms to observe instruction and student work, doing a read aloud, working on the carpet next to a child, sitting with students at a lunch table or tossing a football on "Souperbowl" Day. Her hands on approach to leadership is evident; she is an active participant in school activities, clearly supports the efforts of the students and staff of P.S. 221, and believes that work speaks louder than words.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYS Mathematics

Edition/Publication Year: 2008-2012 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
SCHOOL SCORES					
Level 3 and 4	93	94	95	100	99
Level 4	51	33	75	73	72
Number of students tested	100	86	99	104	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and 4	89	88	94	100	100
Level 4	41	29	69	64	69
Number of students tested	37	34	36	28	32
2. African American Students					
Level 3 and 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	3	1
3. Hispanic or Latino Students					
Level 3 and 4	80	Masked			Masked
Level 4	30	Masked			Masked
Number of students tested	10	5	10	10	5
4. Special Education Students					
Level 3 and 4	82	Masked	85	100	Masked
Level 4	0	Masked	69	75	Masked
Number of students tested	11	9	13	12	7
5. English Language Learner Students					
Level 3 and 4	Masked	Masked	91	Masked	Masked
Level 4	Masked	Masked	36	Masked	Masked
Number of students tested	7	9	11	7	3
6. Asian					
Level 3 and 4	96	95	94	100	98
Level 4	60	35	76	71	76
Number of students tested	72	63	72	65	62
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
As per the NYS School Report card, data for a subgroup with fewer than 5 students has been suppressed therefore blanks appear above.					

13NY12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYS English Language Arts Assessment

Edition/Publication Year: 2008-2012 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
SCHOOL SCORES					
Level 3 and 4	90	85	87	99	92
Level 4	21	15	57	32	33
Number of students tested	100	86	98	102	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and 4	94	85	83	96	91
Level 4	24	15	50	29	19
Number of students tested	37	33	36	28	32
2. African American Students					
Level 3 and 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	3	1
3. Hispanic or Latino Students					
Level 3 and 4	70	Masked			Masked
Level 4	20	Masked			Masked
Number of students tested	10	5	10	10	5
4. Special Education Students					
Level 3 and 4	82	Masked	62	100	Masked
Level 4	0	Masked	23	9	Masked
Number of students tested	11	9	13	11	7
5. English Language Learner Students					
Level 3 and 4	Masked	Masked	60	Masked	Masked
Level 4	Masked	Masked	10	Masked	Masked
Number of students tested	7	9	10	4	3
6. Asian					
Level 3 and 4	90	86	89	98	92
Level 4	24	14	59	36	26
Number of students tested	72	63	71	64	62
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYS Mathematics Assessment

Edition/Publication Year: 2008-2012 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
SCHOOL SCORES					
Level 3 and 4	100	98	97	100	100
Level 4	80	69	62	90	84
Number of students tested	88	98	108	91	106
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and 4	100	97	95	100	100
Level 4	78	62	53	80	76
Number of students tested	37	39	38	30	34
2. African American Students					
Level 3 and 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	3	1	2
3. Hispanic or Latino Students					
Level 3 and 4	Masked	Masked		Masked	
Level 4	Masked	Masked		Masked	
Number of students tested	3	9	11	6	10
4. Special Education Students					
Level 3 and 4	100	88	88	100	100
Level 4	64	24	38	54	60
Number of students tested	11	17	16	13	15
5. English Language Learner Students					
Level 3 and 4	Masked	100	Masked		Masked
Level 4	Masked	42	Masked		Masked
Number of students tested	6	12	7		6
6. Asian					
Level 3 and 4	100	97	97	100	100
Level 4	88	74	69	95	88
Number of students tested	65	73	68	59	69
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
As per the NYS School Report card, data for a subgroup with fewer than 5 students has been suppressed therefore blanks appear above.					

13NY12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: NYS English Language Arts Assessment

Edition/Publication Year: 2008-2012 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
SCHOOL SCORES					
Level 3 and 4	92	90	88	98	93
Level 4	15	16	17	17	29
Number of students tested	87	97	107	92	109
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and 4	92	87	79	97	83
Level 4	14	8	18	13	17
Number of students tested	36	39	38	31	36
2. African American Students					
Level 3 and 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	3	1	2
3. Hispanic or Latino Students					
Level 3 and 4	Masked	Masked		Masked	
Level 4	Masked	Masked		Masked	
Number of students tested	3	9	11	6	10
4. Special Education Students					
Level 3 and 4	64	47	50	92	67
Level 4	0	0	6	8	0
Number of students tested	11	17	16	13	18
5. English Language Learner Students					
Level 3 and 4	Masked	73	Masked	Masked	Masked
Level 4	Masked	0	Masked	Masked	Masked
Number of students tested	5	11	6	1	6
6. Asian					
Level 3 and 4	97	92	90	97	93
Level 4	20	15	16	15	33
Number of students tested	64	72	67	59	70
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
As per the NYS School Report card, data for a subgroup with fewer than 5 students has been suppressed therefore blanks appear above.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NYS Mathematics Assessment

Edition/Publication Year: 2008-2012 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	May	Mar	Mar
SCHOOL SCORES					
Level 3 and 4	100	96	94	100	99
Level 4	74	57	58	87	74
Number of students tested	101	115	93	110	119
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and 4	100	91	90	100	96
Level 4	67	40	52	84	77
Number of students tested	42	35	29	45	26
2. African American Students					
Level 3 and 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	1	2	1
3. Hispanic or Latino Students					
Level 3 and 4	100		Masked	Masked	
Level 4	36		Masked	Masked	
Number of students tested	11	12	6	8	10
4. Special Education Students					
Level 3 and 4	100	88	73	100	Masked
Level 4	24	24	33	71	Masked
Number of students tested	17	17	15	14	9
5. English Language Learner Students					
Level 3 and 4	Masked	Masked		Masked	Masked
Level 4	Masked	Masked		Masked	Masked
Number of students tested	5	7		7	9
6. Asian					
Level 3 and 4	100	96	95	100	99
Level 4	78	66	67	92	80
Number of students tested	72	73	60	73	79
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
As per the NYS School Report card, data for a subgroup with fewer than 5 students has been suppressed therefore blanks appear above.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NYS English Language Arts Assessment

Edition/Publication Year: 2008-2012 Publisher: CTB McGraw-Hill

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	May	Apr	Jan	Jan
SCHOOL SCORES					
Level 3 and 4	91	89	89	99	98
Level 4	18	15	33	41	19
Number of students tested	101	113	93	105	113
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and 4	86	86	93	98	96
Level 4	14	6	17	31	21
Number of students tested	42	35	29	42	24
2. African American Students					
Level 3 and 4	Masked	Masked	Masked	Masked	Masked
Level 4	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	1	2	1
3. Hispanic or Latino Students					
Level 3 and 4	73		Masked	Masked	
Level 4	9		Masked	Masked	
Number of students tested	11	12	6	7	10
4. Special Education Students					
Level 3 and 4	65	53	67	93	Masked
Level 4	0	6	13	14	Masked
Number of students tested	17	17	15	14	9
5. English Language Learner Students					
Level 3 and 4	Masked	Masked		Masked	Masked
Level 4	Masked	Masked		Masked	Masked
Number of students tested	5	5		3	3
6. Asian					
Level 3 and 4	92	93	95	100	99
Level 4	15	14	40	43	19
Number of students tested	72	71	60	69	73
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
As per the NYS School Report card, data for a subgroup with fewer than 5 students has been suppressed therefore blanks appear above.					